

# Cameley CofE VC Primary School

## Inspection report

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<b>Unique Reference Number</b>	109186
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	337235
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	John Eadie

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Darren Angell
<b>Headteacher</b>	Dieter Cook
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Meadway Bristol BS39 5BD
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons or part lessons, observing seven teachers. Meetings were held with leaders and managers, teachers, the Chair and Vice Chair of the Governing Body and a group of pupils. Informal discussions also took place with parents at the start of the school day and with a wide range of pupils during the school day. Inspectors observed the school's work, and looked at a number of documents, including policies, particularly those relating to safeguarding, the school development plan, minutes of governors meetings and the data that the school collects to show the progress that pupils are making. Inspectors also analysed the responses to questionnaires completed by staff, pupils in Years 3 to 6 and 68 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the higher than average mobility rate has had a significant impact on the school's published data for pupils' attainment and progress and how well these pupils are assimilated into the school
- whether pupils in Years 1 and 2, particularly the more able, are being given sufficiently challenging work
- whether there are good reasons for girls apparently performing rather better than boys in national assessments.

## Information about the school

A very large majority of pupils at this small school are White British. The remainder represent a range of other ethnic groups and almost all of these speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average and most of these pupils have moderate learning or speech, language and communication difficulties. A significantly greater number of children join and leave the school in year groups other than the usual starting and leaving points.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Cameley School has maintained its outstanding provision since its last inspection. This is due to the drive and ambition of the headteacher, which is shared extremely well with all staff and governors. A tremendous team spirit has been engendered and there is a corporate desire to provide the best for all pupils. This is clear in the school's excellent commitment to equality of opportunity, which is exemplified by the procedures put in place to help pupils new to the school, who settle remarkably quickly. This is also reflected in the outstanding care, guidance and support; as a parent said, 'All staff really care for the pupils and really want the best for them whatever it takes.' The school makes extremely good use of outside agencies when necessary to support pupils and their families.

A key improvement since the last inspection is the curriculum, although good at that time. It is now extremely rich and stimulating. Pupils said that they particularly enjoy the many trips out of school, visitors into school, the focus days and weeks, such as when they work with a visiting artist. The curriculum is considerably enhanced through links with other schools, organisations and individuals. For instance, a local secondary school provides considerable expertise in performing arts and sport and an expert linguist has been bought in to teach French.

Children join the school with levels of skills and knowledge lower than those expected for their age. They make good progress through the school and leave with above-average attainment. In the cohort who left in 2009, the large number of pupils who joined within the last two years before the assessments in Year 6 did not achieve as well as expected.. The school examined the reasons for this and taken effective action , and although there are a number of pupils in the same position this year, attainment is above average and progress is good. Some pupils who have joined recently have made exceptional progress.

The difference in performance between girls and boys, noted in the assessments last year, has been successfully tackled,. Similarly, no lack of challenge was found for pupils in Years 1 and 2 and many have achieved the higher Level 3 in the assessments, particularly in reading. Although still good, progress in mathematics is not as good as that in writing and particularly reading through the school. This is because the very specific next steps for learning that are used in writing are not yet used in mathematics. Teachers are also inconsistent in their use of these next steps when they mark pupils' work.

Pupils make a considerable contribution to the smooth running of the school, willingly taking on a wide range of tasks and often volunteering for tasks such as scanning books

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onto the computerised library system. Pupils have been instrumental in obtaining new play equipment for the village field and brought their concerns regarding heavy lorries on the main road to the children's parliament in Bath. Pupils' attendance has been improving, due to the school's initiatives, and has been high for the last two years. Although pupils have an extremely good knowledge of their own and local culture, their awareness of the range of cultures in the United Kingdom is not as strong.

The school has thorough systems for self-evaluation and all staff say that they are involved in this process. This has built an accurate picture of the school's strengths and areas for development. Good plans have been put in place to address the latter. Governors are also involved, though to a lesser extent. There was no question of the school sitting on its laurels after the last inspection and the process of continuous improvement is firmly embedded. For this reason, the school has an outstanding capacity to improve.

**What does the school need to do to improve further?**

- Improve the rate of pupils' progress in mathematics by:
  - ensuring that pupils are set precise next steps in learning that accurately match their needs and abilities
  - ensuring that teachers use these next steps when they are feeding back to pupils on the success of their learning.
- Raise pupils' awareness of the range of cultures represented in the United Kingdom.

**Outcomes for individuals and groups of pupils****1**

Lessons are typified by enthusiasm, application and enjoyment. Even at this late stage in the term, there was a buzz of excited discussion as older pupils worked in groups to solve mathematical problems. Younger pupils were almost bursting with their keenness to offer examples of how a Victorian seaside holiday might be different from one they are more familiar with. The few pupils who speak English as an additional language make the same progress as their classmates, as they are very well supported and appropriate expertise is used to help them learn English. Those with special educational needs and/or disabilities have individually tailored programmes for their learning and also make good progress.

Pupils are developing very well into responsible and respectful young people, keenly aware of their place in society and their responsibilities towards it. Their behaviour is exemplary, with all showing high levels of care and concern for other pupils, whatever their age. They said that they feel extremely safe and have a keen awareness of how to stay safe when using the internet, for instance. They have very good knowledge of how to lead healthy lifestyles, are extremely active during break times and older pupils are preparing a leaflet on healthy packed lunches.

The recently introduced Play Pod □ a shed containing a wide variety of clean industrial waste such as cardboard tubes of varying sizes, foam offcuts, netting, ropes and so on

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□ has resulted in a great deal of active, inventive play and is hugely appreciated by the pupils. Pupils are acquiring a good range of skills to prepare them for their future and transition procedures between classes and to their secondary schools are good. However, there are limited opportunities for them to experience real life situations, such as running their own enterprise. The moral and social aspects of pupils' spiritual, moral, social and cultural development are particularly strong and different ethnic groups get on extremely well together. There are fruitful links with a school in France and pupils enjoy exchanging letters with their pen-friends in a mixture of French and English.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

All teaching observed during the inspection was good and some exemplary practice was noted. Adults have excellent relationships with their pupils and this leads to a purposeful atmosphere where pupils want to give of their best. Teachers use a good range of methods to interest and engage pupils, in particular using paired discussions or small group work to enable pupils to verbalise their thinking and embed learning. Injecting more pace into some lessons and ensuring that all pupils are always given work that

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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precisely matches their abilities are the elements necessary to move teaching on to being outstanding. Teachers make very good use of assessment to track the progress of all pupils in their classes and this enables them to spot any potential underachievement and put in place effective measures to prevent pupils falling behind.

The school is very involved in music projects and pupils benefit from being able to learn a wide range of instruments. Pupils also appreciate the numerous, varied and well-attended after-school clubs, particularly those for sports. Good links are made between subjects to make learning more relevant. For example, pupils' were using their knowledge of Victorian seaside holidays to write postcards in the style of the time. Information and communication technology is used well to support learning in other subjects.

The school is a friendly, secure environment, where pupils flourish both academically and socially because of the high levels of care. As a parent put it, 'All staff are extremely approachable and make you feel welcome and they always listen.' Staff often go the extra mile to ensure that potential barriers to learning are removed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

As a parent said, 'The headteacher is key, he has an open-minded attitude and is keen for all children to have access to a wide range of facilities eg music and foreign languages, sports etc.' This desire to provide an extremely broad curriculum, while also ensuring that pupils gain the appropriate literacy and numeracy skills, has been communicated exceedingly well and his vision is shared by all staff. Governors are very supportive and have good knowledge of the school's strengths and areas for development. However, they rely for much of this on what they are told rather than being proactive.

Equality of opportunity has a very high profile in the school and the school has taken strenuous steps to tackle discrimination. Evidence for this is the extremely harmonious atmosphere in the school. Safeguarding procedures are rigorous, although the policies that support them are not all of similar quality. Governors are well aware of their responsibilities in this area. A very clear picture has been built of the local community and where the school fits in it. Work has also been done to build awareness of the wider community in Europe and the world, but pupils are not yet sufficiently aware of the range of cultures represented in the United Kingdom.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make good progress in the Reception class because of the good provision made for them. Learning is organised well, with a good balance between activities led by an adult and those children choose for themselves. There is a good range of activities provided and the expected learning outcomes are planned to provide continuity of learning. The issue from the last inspection regarding the outside space has been addressed well and both inside and outside spaces are equipped well with stimulating resources. For instance, when learning about two-dimensional shapes, children were provided with bags containing a good range of shapes for them to identify and give their properties, appropriately matched to their abilities. Children showed good knowledge of these.

Development of children's speaking, listening and early reading and writing skills is a priority and the school has recently changed the scheme they use for phonics to enable faster progress in this area. Adults are good at modelling correct use and pronunciation of language, so building children's skills. Their personal development also has a high priority and they settle very quickly. Transition arrangements are very good, as was observed during the inspection when those children due to join next term were enjoying their third visit. All were happy in the environment and were excitedly exploring the activities provided.

The leader has good plans to continue developing provision. For example, they have sent children's learning diaries home in lieu of a report this term. Parents really appreciated this and were able to see the steps in learning taken by their children.

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There are good systems of assessment, though as some areas of learning are not assessed on entry, it is not possible to build such a clear picture of the progress children are making in all areas. The setting of next steps for learning is also at an early stage of development, so adults are not always aware exactly what each child needs to be working on next.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

More than 60% of parents and carers returned their questionnaires, which is a high response rate. Almost all of these were universally positive, with no significant concerns being expressed. A number of parents made positive comments on their questionnaires, among which were the following: 'The school is well managed with motivated, hardworking staff who know the children well'; 'The school encourages children to take responsibility for themselves and promotes independence, which is an important skill'; 'The text messaging service provides an excellent back-up to communication.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cameley CofE VC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 111 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	57	27	40	1	1	0	0
The school keeps my child safe	52	76	16	24	0	0	0	0
The school informs me about my child's progress	39	57	27	40	0	0	0	0
My child is making enough progress at this school	40	59	25	37	3	4	0	0
The teaching is good at this school	46	68	22	32	0	0	0	0
The school helps me to support my child's learning	37	54	28	41	1	1	0	0
The school helps my child to have a healthy lifestyle	38	56	29	43	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	69	21	31	0	0	0	0
The school meets my child's particular needs	40	59	26	38	2	3	0	0
The school deals effectively with unacceptable behaviour	28	41	38	56	0	0	1	1
The school takes account of my suggestions and concerns	33	49	31	46	2	3	0	0
The school is led and managed effectively	49	72	17	25	0	0	0	0
Overall, I am happy with my child's experience at this school	54	79	14	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 July 2010

Dear Pupils

Inspection of Cameley CofE VC Primary School, Bristol BS39 5BD

Thank you so much for welcoming us so warmly when we visited your school recently. We were particularly impressed with your excellent behaviour. We really enjoyed meeting you and talking with so many of you. You told us lots of interesting things about your school and how much you enjoy it. We are not surprised as it is an outstanding school.

These are some of the best things we found.

- All adults take extremely good care of you so you feel safe.
- The range of things planned for you to do in lessons and in after-school clubs is excellent. You also told me that you really enjoy the good number of visits and visitors.
- You make a super contribution to the smooth running of the school by doing all sorts of jobs around school.
- You have extremely good knowledge of how to lead a healthy lifestyle.
- You are making good progress as you are being taught well.
- Your headteacher, staff and governors have exceptionally good plans to continue making your school even better.

There are two things we have asked them to improve.

- The targets you are set for improving your work in mathematics are not as clear as those you have in writing and your teachers do not always comment on how you could improve your work when they mark it.
- You are not sufficiently aware of the wide range of cultures represented in the United Kingdom.

Thank you so much for your help once again, and you can help to improve your progress by making sure that you ask your teachers how you can make your work better. With very best wishes.

Yours sincerely

John Eadie

Lead inspector

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